

**Instructional Design: Week Five Overview**Welcome to Week 5 of EDLD 5368, Instructional Design.

The purpose of the assignment this week is to **consider the outcomes of this course and the extent to which the outcomes will influence your role as an educational technology leader in your school. Then you will post a reflection to your blog/wiki.**   
  
Depending upon when you entered the program, you may have begun your reflections in a blog or a wiki format. Although the assignment says to use your “blog,” if you have been posting your reflections in a wiki then it is perfectly okay to continue to do so. **Just remember your Instructional Associate will need the link to your site and access to read your content.**

Also, please remember to **update your personal wikis** to include examples of what you are creating and learning in this course. It is wise to include your discussion board postings, **with citations and references**, assignment products, and reflections because it will help you stay organized with your content throughout your graduate program.

There will be a **web conference** during Week 5 on **Wednesday, May 12 at 7:00 PM** **Central time.** The URL you will need to access the web conference location is: [**http://lamar.na4.acrobat.com/r27657548/**](http://lamar.na4.acrobat.com/r27657548/) The individual URLs to access **previous web conferences and the chat texts are located in the Virtual Hours discussion area of each course section.**

**Week 5 To-Do List:**

1) Watch the video, “Course Conclusion.”

2) Complete the Week 5 assignment – The guiding questions and rubric are listed below: Reflect on what you have learned in this course by writing an entry on your Internship blog/wiki.

1. Assume a school leadership role as an educational technology campus facilitator, as the district educational technology director, or from the principal’s view. From that vantage point, compose a 150-word response to each of the guiding questions.

* What benefits do you see in educators knowing how to design and implement online learning?

Knowing how to design and implement online learning is vital to implementing online learning in a school. Online learning or putting a course online is beneficial in many ways. I work in a small school where students are involved in a multitude of extracurricular activities, but the class requirements are not compromised. When speaking with the administrators in my high school, the “anytime, anywhere” access to the class was the most desired benefit of placing a course online. Students who do not attend the class due to extracurricular activities or other reasons can easily access the class requirements from virtually any place and anytime. A technology administrator who has the knowledge and understanding of online education can help other teachers develop online content that will keep the student involved in the class work even when they are unable to attend the traditional classroom. Another huge benefit is helping students develop good self-discipline practices. There are other rationales for developing online learning ranging from improving the quality of learning, to reducing costs, to preparing students better for a knowledge-based society, to collaborative learning across the world.

* How will you professionally use your course that you designed?

I personally am excited about the course I designed and the different ways I will be able to apply, develop, and expand it. The unit I developed will be used in all but one of my five classes. I plan to further develop the class to include all units in all classes in all courses. I realize the hard work is ahead. Putting the classes online the first year will be a daunting task, but once completed only minor adjustments and revisions will be required in the following years. I see this as being an excellent way to free up my time as an instructor to be able to give more individual attention to students in need. Another great benefit will be organization. An online course must be organized to be effective. Students need to be able to access any necessary material related to the course through the online course. If properly organized, there is no question about due dates, assignments, and etc.

* Will you integrate online learning in your role as a teacher/staff developer?

According to the “Texas Long Range Plan for Technology”, Texas educators are mandated to integrate technology into the curriculum. Even though I feel we are mandated to integrate technology, I will do it because I feel it is the best way to engage the 21st Century learner. As previously mentioned, I plan to integrate more technology into my curriculum. I desire to not just teach technology but to also teach with technology. I plan to model project-based, constructivist learning principles. In the role of technology coordinator, it is vital that the coordinator model technology use with teachers and teacher in return model technology use with students. Sprague et al. (1998) suggested that effective models for the purpose of teaching technology use to faculty should include five components: (a) awareness of the potential technology can offer, (b) opportunity to explore technology integration possibilities, (c) time to master learning the technology, (d) applying the technology to teaching, and (e) reflecting on teaching. This is the outline of the progression of technology use in the classroom.

* What questions do you still have about online learning?

I do have a few questions or concerns in regard to the implementation of increased technology use in the classroom. What changes will be required in the infrastructure of the current school network to handle the increase in network use? How much bandwidth will be required? What will be the cost of needed upgrades? Possibly the most difficult question to answer will be, How do we sell the current faculty on increased technology use? When testing the unit I built on Schoology, I immediately encountered difficulties with bandwidth issues. I had four of eight students viewing a required online video. The internet began to crawl. If this is an issue for this limited amount of use, I can only imagine the difficulties when 50 or more students are trying to access streaming video. Technology infrastructure in schools has not reached an acceptable measure of reliability in order to accommodate higher demand. Students have accepted technology and has embraced its use. Teachers(Digital Immigrants) on the other hand are slow to accept its use. This is a battle a good technology coordinator can take on and win.

* What will you do with this new learning?

As mentioned before, I am excited about what I have learned in this course. Being able to put my classes online and making them available to my students anytime, anywhere is extremely valuable. I plan to put as many of my classes as possible online for my students. This will enable my students who miss class, for various reasons, to be able to access the class and stay caught up with their work. This will in turn, free up more time for further content exposure. Good organization is key to having a successful online class, not only on the teachers part but the student’s side as well. I will not only incorporate online learning in my classes, but encourage other teachers to do the same. I feel it will be my responsibility to educate other teachers on the mechanics and advantages of online learning. I also learned that Schoology is a better platform than Moodle for developing online classes.

1. Write reflectively instead of in question-and-answer style.

<http://lamar-portfolio.wikispaces.com/Instructional+Design>

1. Submit your link to your blog/wiki entry to your Academic Coach no later than 11:59 p.m. on the seventh day of Week 5.

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| **Task(s)** | **Accomplished** | **Proficient** | **Needs Improvement** | **Unacceptable** |
| **Reflection** | Student summarizes course learning by providing thorough responses to each of the guiding questions provided.  Responses show relevance to course content.  No errors in grammar, spelling, or punctuation  **(90-100 points)** | Student summarizes course learning by providing responses to three or four of the guiding questions provided.  Responses show some relevance to course content.  Few errors in grammar, spelling, or punctuation  **(80-89 points)** | Student responds to two of the guiding questions, or responses do not adequately reflect course learning.  Responses do not show relevance to course content.  Responses lack clarity and depth and/or there are multiple errors in grammar, spelling or punctuation.  **(70-79 points)** | Student responds to less than two of the guiding questions, or responses do not adequately reflect course learning.  Responses do not show relevance to course content.  Responses lack clarity and depth and/or there are multiple errors in grammar, spelling or punctuation.  **(Below 70 points)** |

4) Participate in the discussion – Please **submit your initial** **posting by Thursday each week** so that your colleagues, as well as yourself, will have an opportunity to complete the **full assignment each week by 11:59 on Sunday evening.***Post to the Discussion:*

* *What benefits do you see in educators knowing how to design and implement online learning?*
* *How will you professionally use your course that you designed?*
* *Will you integrate online learning in your role as a teacher/staff developer?*
* *What questions do you still have about online learning?*
* *What will you do with this new learning?*

Post an original response to the prompt and then post at least one response to one of your colleagues. This discussion ends at 11:59 p.m. on the seventh day of Week 5.

Remember to follow the discussion rubric listed below.

**Discussion Rubric:** Please review the Discussion rubric carefully. There is an expectation that multiple references are included in each posting and that each is documented with APA format. This means there should be “bibliography” style references at the bottom of each posting as well as citations within each narrative posting. The criteria for the “Accomplished” category of the rubric below:

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| **Max Score:** | **Tasks:** | **Accomplished** |
| 34 | Response Mechanics | Proofread carefully (no errors) before posting and followed the rules of netiquette: http://www.albion.com/netiquette/corerules.html.  Posting demonstrates excellence in effort, research, and creativity. Posting reflects minimum of one short paragraph and a maximum of two paragraphs. **Cites sources and references. Writes in narrative style with appropriate grammar. (30-34 points)** |
| 33 | Responsiveness to Discussion | **Response to initial questions. Response to one colleague. Both responses follow the criteria listed above as “Accomplished” for an individual posting.**  **(30-33 points)** |
| 33 | Reflective process (demonstration of knowledge and understanding gained from assigned reading) | **Posting reflects discussion at a critical level**, not just recitation of facts from the article, with evidence of prior knowledge (work experience, prior coursework, readings, or videos viewed). **Mentions at least two specific points from the reading and video clips.** No postings limited to “I agree” or “great idea.” **Directly responds to the quotation, a question, a statement, or to a previous posting using APA style.**  **(30-33 points)** |

**REMINDERS:**

* Complete and submit all of Week 1 Assignments – **due by 11:59 PM on Sunday, May 16, 2010.**
* Check your MyLamar student email account **daily**!
* Check the Courseware homepage daily for important announcements.
* Your Instructional Associate cannot accept assignments via email attachment. Contact technical support if you are having issues submitting assignments.
* If you are using the software with the course downloaded on your computer, then remember to regularly update the course.
* It is the responsibility of the individual student to post all assignments to the course. It is not acceptable to email assignments to the Instructional Associate.

**Your Instructional Associate**Please contact your Instructional Associate via email if you have questions, concerns or require clarification. When emailing your Instructional Associate **please identify your name and section number in the Subject Line.** This will help your Instructional Associate respond to your email in a timely way.

**Syllabus:** Please be sure to read and refer to the course syllabus often for information on the following course components:

* Weekly Units of Study
* Disability Accommodations
* Academic Honesty
* Sexual Harassment
* My.Lamar Portal
* E-mail
* Drop
* Grading and Evaluation
* Late Work
* Quit Grade “Q”
* Grade Distribution and Grading Scale
* Program Completion Requirements

**Scholarly Writing:**  Assignment submissions should adhere to standards of scholarly writing and academic honesty. Cite references using APA formatting guidelines. For more information please visit: <http://thewritesource.com/apa/apa.htm>.

**Academic Honesty:** **While Lamar University encourages collaboration among students; each graduate student is expected to submit individual and original assignments. Identical assignments are not acceptable. Assignments should be written in your own words and should include your own thoughtful reflections**

**Late Assignments:** Please be reminded that the policy regarding late assignments is as follows:

* All assignments are due by 11:59 PM on the last day of each week. For this course, all assignments are due on **Sunday at 11:59 PM.**
* Extremely unusual circumstances must be approved by your Professor(s) or Instructional Associate **PRIOR** to due dates. No work will be accepted more than one week after the due date. No work will be accepted after the last day of class.

**Assignment Tips:** Please remember to include your name, section number and date on all pages of your assignment before you submit it. The coaches often print assignments and a missing name makes it difficult to identify student work. In addition, please do not delete assignment information such as the rubric, directions, etc. We appreciate your cooperation.

**The following services are ready to assist you.**

**Lamar University Help Desk**

Help with your MyLamar account, username, and password:

Email: [helpdesk@lamar.edu](mailto:helpdesk@lamar.edu)

Phone: 409.880.2230

**Lamar University**

Help with questions about GRE requirements, appeals, transcripts, or enrollment status:

Email: [luacademic@lamar.edu](mailto:luacademic@lamar.edu)

**Technical Support**

Help with items such as installing your software and issues with your course material:

Phone:  866-223-7675 or Email:  [support@academicpartnership.com](mailto:support@academicpartnership.com)

Monday-Friday 11:00-9:00

Saturday: 9:00-4:00

Sunday and national holidays: Closed

**Department and Professor Contact Information:**Department of Educational Leadership  
Lamar University  
P.O. Box 10034  
Beaumont, TX 77710  
Department Phone: (409) 880-8689  
Department Fax: (409) 880-8685

Dr. Diane R. Mason, Visiting Professor  
Daytime Phone: 337-217-4120 Ext. 1022  
E-mail Address: [mason.diane@gmail.com](mailto:mason.diane@gmail.com)